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ABSTRACT

This pamphlet is a directory of projects supported by the Division of Pre-College Education in Science, National Science Foundation (NSF), fiscal year 1970. Programs are listed in four categories: 1) Curriculum Activities: curriculum development projects; 2) Implementation Activites: Resource Personnel Workshops to implement NSF curriculum projects; 3) Instructional Personnel Development: year-long and summer inservice institutes and conferences; and, 4) Student Development: high school student social science training programs. Directories of institutes to be offered in 1971 may be requested from the Foundation, Washington, D. C. 20550. (DJB)

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Social Sciences

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NATIONAL SCIENCE FOUNDATION

PRE-COLLEGE EDUCATION IN SCIENCE

SUPPORT OF SOCIAL SCIENCES IN FY 1970

Improvement in science education is one of the major tasks of the National Science Foundation. The Division of Pre-College Education in Science supports projects for elementary and secondary schools in mathematics and the sciences, including social sciences, through activities which fall into four categories: (1) development of educational materials through the Course Content Improvement Program, (2) implementation activities through Resource Personnel Workshops in the Course Content Improvement Program and through the Cooperative College-School Science Program, (3) instructional personnel development through Institute programs (Summer, In-Service, and Academic Year) and conferences, and (4) student development through the Student Science Training Program. Projects which involve one or more of the social sciences and which are supported under these programs have been drawn together for presentation in this report.

Projects listed here were supported by the Foundation in FY 1970. With the exception of development of curriculum materials, individual projects change from year to year, but the Programs continue. The time schedule for submitting proposals for NSF Programs for Education in the Sciences may be obtained by addressing requests to Central Processing Section, National Science Foundation, Washington, D.C. 20550. Directories listing institutes to be offered in 1971 may be requested from the Foundation; they will be mailed when they become available.

CURRICULUM ACTIVITIES

ELEMENTARY SCHOOL SOCIAL SCIENCE

Social Studies Curriculum Program. Peter B. Dow, Director, Education Development Center, 15 Mifflin Place, Cambridge, Massachusetts 02138. (Grantee: Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160)

An upper-elementary course, *Man: A Course of Study*, is based on three questions framed by Jerome S. Bruner, its principal developer: "What is human about human beings? How did they get that way? How can they be made more so?" The course draws upon materials from several animal groups and a simple human society to emphasize, on the one hand the biological continuum through several animal species to man and, on the other hand, the distinctiveness of man's culture. Course materials rely heavily on research sources and present subject matter through a variety of media including films, film-strips, records, posters and booklets. A teacher training program with seminars and audio-visual materials is available.

Available from publisher: Classroom sets and teachers' guides. **Curriculum Development Associates, Inc.,** 1211 Connecticut Ave., NW., Washington, D.C. 20036

SECONDARY SCHOOL SOCIAL SCIENCE

Sociological Resources for the Social Studies (SRSS). Robert C. Angell, Director, 503 First National Building, Ann Arbor, Michigan 48108. (Grantee: American Sociological Association, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036)

Objectives are to present substantive sociological content of high quality for high school use and to emphasize the process of inquiry. Materials are being developed in three formats: (1) approximately thirty short units called "episodes" suitable for use in a variety of senior high school social studies courses, (2) a one-semester sociology course entitled *Inquiries in Sociology*, and (3) a series of paperback books, each consisting of research-based readings on a broad sociological topic. These materials present students with an opportunity to experience sociology firsthand; students participate in gathering, classifying, and manipulating data through laboratory and field operations. A teacher training film has also been produced.

Available from project: Newsletter. For teacher training film, write to University of Michigan, Audio-Visual Education Education Center, 416 - 4th Street, Ann Arbor, Michigan 48108

Available from publisher: Course materials to be published in 1970. **Allyn & Bacon, Inc.,** 470 Atlantic Avenue, Boston, Massachusetts 02210

High School Geography Project (HSGP). Salvatore Natoli, Educational Affairs Director, Association of American Geographers, 1146 Sixteenth Street, N.W., Washington, D.C. 20036.

A one-year geography course, *Geography in an Urban Age,* has been developed, adaptable to grades 9 through 12. It contains units on geography of cities, manufacturing and agriculture, cultural geography, political geography, habitat and resources, and Japan. The course takes a conceptual approach to the study of geography rather than the regional approach of the traditional geography course. The organizing theme of the course is human settlement, and there is a heavy

emphasis on the systematics of geographic analysis. Units are printed separately so materials can be selected to suit the needs of individual schools. Activities in each unit emphasize small group work, inquiry, and decision-making. Audio-visual materials and educational games are included. A teacher training film has been produced.

Available from publisher: Teacher training film: "High School Geography: New Insights" Complete course to be published in 1970. **Macmillan Company,** 866 Third Avenue, New York, New York 10022.

Anthropology Curriculum Study Project (ACSP). Malcolm Collier, Director, 5632 Kimbark Avenue, Chicago, Illinois 60637. (Grantee: American Anthropological Association, Washington, D.C.)

The principal task of ACSP has been to define the potential contribution of anthropology to high school education and to develop appropriate materials. ACSP draws on the processes and concepts of the social sciences to provide students with tools to sharpen analysis, enrich interpretation and increase insight into social data. *Patterns in Human History* is designed to be the first semester of a 9th or 10th grade world history or world cultures program. Anticipated publication date is 1970. Student materials including readings, sound filmstrips, casts of stone tools and figurines, overhead-transparencies, and evidence cards.

Available from project: Newsletters.

Available from publisher:

Anthropology Paperbacks for Junior High School:

The Great Tree and the Longhouse: Culture of the Iroquois (Hertzberg)

Kiowa Years: Study in Culture Impact and Profile of a People (Marriott) Teachers Manual (Sady)

Anthropology Paperbacks for High School:

An Annotated Bibliography of Anthropological Materials for High School Use (Gallagher).

Macmillan Company, 866 Third Avenue, New York, New York 10022

Newly Initiated Activities

Anthropology Case Materials Project. Robert G. Hanvey, Director, 1129 Atwater, Bloomington, Indiana 47401. (Grantee: Indiana University Foundation)

Supplementary materials for the Anthropology Curriculum Study project will be developed in the form of "unfinished units" to encourage teachers to concern themselves with the substantive ideas of their courses and to facilitate adaptation of curriculum materials to local and/or changing conditions. The project intends to provide study and discussion materials to assist social studies teachers in completing the units.

Further information available from the project director.

Exploring Human Nature. Irven DeVore, Director, Education Development Center, 15 Mifflin Place, Cambridge, Massachusetts 02188. (Grantee: Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160)

A secondary school social studies course with a "human behavioral biology" theme will be developed, making evident the feedback between biological structures and social behavior. An interdisciplinary approach will be employed with topics presented from a contemporary and evolutionary perspective.

GENERAL PROJECT

Social Science Education Consortium, Inc. (SSEC). Irving Morrissett, Director, 970 Aurora, Boulder, Colorado 80302.

The Social Science Education Consortium (SSEC) has as its major purposes (1) encouraging social scientists to become more actively engaged in the development and implementation of curriculum materials for elementary and secondary schools, and (2) facilitating communications between and among the various federally and privately funded curriculum materials projects and the school communities they are intended to serve. Specific conferences, studies, and other activities have dealt with the relationship of learning theory to social science learning; values in the social sciences; structuring the social sciences for curriculum development; methodology of evaluation; in-service teacher education; training teacher-associates; retrieving social science literature; determining rationales for selection of social science content; development of a curriculum materials analysis system; working with school systems in the implementation of new social science curriculum materials; and publishing newsletters which report new trends on activities in social science education.

The SSEC has not developed classroom curriculum materials. Its publications include position paper, conference reports, research analyses, and analyses of curriculum materials packages.

A price list of publications and copies of the Newsletter are available on request. Further information available from the project director.

IMPLEMENTATION ACTIVITIES

RESOURCE PERSONNEL WORKSHOPS

The workshops provide leadership training for the introduction of new course materials in science and mathematics for elementary and secondary schools; the participants include teachers, principals, science or mathematics supervisors, personnel from state departments of education, and college faculty or combinations of these formed into educational teams.

Workshop activities include teaching new materials to students, developing educational teams to introduce the new course materials, instructing teachers, and designing and conducting workshop activities for school personnel in their local regions. Summer workshops typically last three to four weeks. In addition to the summer training, the workshop staffs may provide support activities during the school year for the training of additional teachers.

Resource Personnel Workshops--Summer 1970

Man: A Course of Study

Auburn University. Auburn, Alabama 36830; Dr. Mildred Ellisor, Department of Elementary Education

Arizona State University, Tempe, Arizona 85281; Dr. William F. Podlich, Department of Elementary Education

Temple Buell College, Denver, Colorado 80202; Mr. Thomas A. Fitzgerald, Jr., Innovation Coordinator

Central Connecticut State College, New Britain, Connecticut 06050; Mr. Dennen Reilley, Department of Social Science Education

Florida State University, Tallahassee, Florida 32306; Mr. James E. Sundeen, Department of Social Studies Education

Northeastern Illinois State College, Chicago, Illinois 60625; Mr. Norman Britan, Department of Anthropology

Eastern Regional Institute for Education, Syracuse, New York 13203; Dr. John G. Herlihy, Program Coordinator

New York University, New York, New York 10003; Mrs. Lynne Randolph, Department of Education

University of Oregon, Eugene, Oregon 97403; Dr. William H. Harris, Department of Curriculum & Instruction

George Peabody College for Teachers, Nashville, Tennessee 37203; Dr. Russell F. Farnen, Department of Political Science

Our Lady of the Lake College, San Antonio, Texas 78207; Mrs. Karen Pena, Curriculum Coordinator

Sociological Resources for the Social Studies

Stanford University, Stanford, California 94303: Dr. Richard Gross and Dr. Emily Girault, School of Education

University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27515; Dr. Phillip C. Schlechty, School of Education

High School Geography Project

Colorado State College, Greeley, Colorado 80631; Mr. Peter L. Halvorson, Department of Geography

Western Michigan University, Kalamazoo, Michigan 49001; Dr. George Vuicich, Department of Geography

COOPERATIVE COLLEGE-SCHOOL SCIENCE PROGRAM

This program provides opportunities for colleges, universities, and similar institutions to work with school systems in improving elementary and secondary school science and mathematics programs. Projects are addressed to practical problems of the school science program which are of sufficient substance and complexity to warrant a cooperative approach. Many projects have as their purpose the introduction into school classrooms of one of the instructional programs which have been developed in the last few years by teams of scientists and educators. For the most part both summer training of four to eight weeks and follow-up activities during the succeeding academic year is provided.

Cooperative College-School Science Projects—1970-71

University of Arizona, Tucson, Arizona 85721; Anthropology; Dr. John H. Chilcott, Anthropology Department

College of Notre Dame, Belmont, California 94002; Sociology; Dr. June R. Chapin, Department of Education

Oklahoma State University, Stillwater, Oklahoma 74074; Sociology; Dr. Jerry Crockett, Arts and Sciences Extension

Valparaiso University, Valparaiso, Indiana 46383; Social Science; Dr. Richard D. Knudten, Department of Sociology

St. Cloud State College, St. Cloud, Minnesota 56301; Economics; Prof. Robert J. Highsmith, Director, Center for Economic Education

Ohio University, Athens, Ohio 45701; Economics; Dr. Kenneth Light, Department of Economic Education

INSTRUCTIONAL PERSONNEL DEVELOPMENT

SUMMER INSTITUTES

The Summer Institutes Program of the National Science Foundation was created in recognition of the important role of teachers in developing the Nation's scientific manpower potential. The institutes are designed to strengthen the subject-matter competence of science and mathematics teachers and to increase the effectiveness of their teaching. Duration varies between six and eight weeks.

Summer Institutes for Secondary School Teachers—1970

Economics

Assumption College, Worcester, Massachusetts 01609; Principles of Economic Analysis; Prof. George A. Doyle, Department of Economics

Denison University, Granville, Ohio 43023; Principles of Economics and their Application to Problems of Urban Environment; Prof. Paul G. King, Department of Economics

Drexel Institute of Technology, Philadelphia, Pennsylvania 19104; Economics; Dr. Robert L. Hamman, Department of Economics

University of Illinois, Urbana, Illinois 61801; Economics; Prof. Donald W. Paden, Department of Economics

North Texas State University, Denton, Texas 76203; Economics; Prof. William A. Luker, Department of Economics

Oklahoma State University, Stillwater, Oklahoma 74074; Macroeconomic Principles and Problems; Dr. Clayton Millington, College of Business

San Jose State College, San Jose, California 95114; Elements of Macroeconomics; Elements of Microeconomics; Analysis of Economics Instruction; Dr. Turley Mings, Center for Economics Education

Geography

State College at Bridgewater, Bridgewater, Massachusetts 02324; Geography (HSGP), Dr. Emanuel Maier, Department of Earth Sciences and Geography

Oregon College of Education, Monmouth, Oregon 97361; Geography (HSGP), Dr. James W. Gallagher, Department of Social Science

University of South Carolina, Columbia, South Carolina 29208; Systematic Geography; Geography Methodology (HSGP), Prof. Richard G. Silvernail, Department of Geography

Western Michigan University, Kalamazoo, Michigan 49001; Urban Geography; Geographic Education (HSGP), Dr. Nicholas Helburn, Department of Geography

Wisconsin State University–Eau Claire, Eau Claire, Wisconsin 54701; Geography (HSGP), Dr. Leonard D. Goranson, Department of Geography

Psychology

State University College at Potsdam, Potsdam, New York 13676; Principles of Animal Behavior; Dr. Peter C. Wolff, Department of Psychology

Temple Buell College, Denver, Colorado 80220; Psychological Research and Methods; Dr. James Polt, Department of Psychology

Sociology

University of Georgia, Athens, Georgia 30601; Advanced Principles of Sociology; Teaching Sociology at the Secondary School Level; Curriculum Materials (SRSS); Prof. Paul E. Kelly, Department of Sociology and Anthropology

University of Iowa, Iowa City, Iowa 52240; Population and Society; Social Problems and Social Disorganization; American Society; Curricular Materials (SRSS); Dr. J. Richard Wilmeth, Department of Sociology and Anthropology

Louisiana State University, Baton Rouge, Louisiana 70803; Basic Concepts of Sociology and the Theory of Social Organization; Social Trends and Social Problems; Curricular Materials (SRSS); Dr. Alvin L. Bertrand, Department of Sociology and Rural Sociology

University of Santa Clara, Santa Clara, California 95053; Principles of Sociology; American Society and Contemporary Social Problems; Prof. Kichiro K. Iwamoto, Department of Sociology

Texas Woman's University, Denton, Texas 76204; Experiments in Sociological Analysis; Major Social Problems in Contemporary America; Curricular Materials (SRSS); Dr. Ethelyn Davis, Department of Sociology

Utah State University, Logan, Utah 84321; Population Problems; Population Analysis; Seminar; Dr. Yun Kim, Department of Sociology

Western Michigan University, Kalamazoo, Michigan 49001; Sociological Concepts; Race Relations in Contemporary Society; Exercises in Sociology (SRSS); Prof. J. Ross Eshleman, Department of Sociology

SUMMER CONFERENCES

A small program of Summer Conferences for Secondary School Teachers and Supervisors was supported by the National Science Foundation in 1970. These instructional conferences are shorter (four weeks or less) and usually more specialized than Summer Institutes.

Conferences—Summer 1970

The American University, Washington, D.C. 20016; Relevant Sociological Problems (SRSS Episodes); Dr. Annabelle B. Motz, Department of Sociology

Indiana University, Bloomington, Indiana 47401; Conference for Curriculum Directors and Supervisors on New Social Studies; Dr. Shirley H. Engle, School of Education

IN-SERVICE INSTITUTES

This Program provides participants with opportunities to obtain supplemental instruction in science and mathematics at times which permit them to carry on their regular teaching duties.

In-Service Institutes—1970-71

Economics

California State Economics Project
Economics for the California Social Studies Framework
Primarily for teachers of economics and social science in California.
In-Service Institutes are being held at the following locations:

- California State College at Fullerton, Fullerton, California 92631; Dr. John D. Lafky, Department of Economics
- Sacramento State College, Sacramento, California 95819; Dr. Milton S. Baum, Department of Economics
- San Diego State College, San Diego, California 92115; Dr. Joseph O. McClintic, Department of Economics
- San Jose State College, San Jose, California 95114; Dr. Turley Mings, Department of Economics

San Diego State College, San Diego, California 92115; Economic Analysis; Dr. Adam Gifford, Department of Economics

Illinois State University, Normal, Illinois 61761; Basic Economics for Social Studies Teachers; Dr. Douglas Poe, Department of Economics

University of Minnesota, Minneapolis, Minnesota 55455; Intermediate Economics; Dr. Darrell R. Lewis, Department of Economic Education

Missouri State Economics Project
Introductory Economics
Primarily for teachers of economics and social studies in Missouri.
In-Service Institutes are being held at the following locations;

- Drury College, Springfield, Missouri 65802; Dr. Elbert B. Johnson
- University of Missouri at Columbia, Columbia, Missouri 65201; Prof. William C. O'Connor
- University of Missouri at Kansas City, Kansas City, Missouri 64110; Prof. John Hodges
- University of Missouri at St. Louis, St. Louis, Missouri 63121; Prof. Joseph P. McKenna

Ohio University, Athens, Ohio 45701; Economics in the Curriculum; Dr. Roman F. Warmke, Department of Economic Education

Geography

Southern University, Baton Rouge, Louisiana 70813; Urban and Cultural Geography: Concepts and Methods (HSGP); Prof. Princess M. Bowen, Department of Geography

Morgan State College, Baltimore, Maryland 21212; Urban and Cultural Geography: Concepts and Methods (HSGP); Dr. Fredric A. Ritter, Department of Geography

Rust College, Holly Springs, Mississippi 38635; The New Social Studies: Concepts and Methods (HSGP); Prof. John D. Cook, Division of Social Science

Oregon College of Education, Monmouth, Oregon 97361; World Regional Geography; Dr. Ronald L. Chatham, Department of Social Science

Social Science

University of North Carolina at Chapel Hill, Chapel Hill, N.C. 27514; Social Science; Dr. Paul B. Hounshell, School of Education

Sociology

The American University, Washington, D.C. 20016; Sociological Persp tives Relevant to Secondary School Social Studies Teachers; Dr. Annabelle B. Motz, Department of Sociology

Washington University, St. Louis, Missouri 63130; Sociology-SRSS; Prof. Helen P. Gouldner, Department of Sociology

Bowling Green State University, Bowling Green, Ohio 43402; Sociology for Secondary School Teachers (SRSS); Dr. Eldon E. Snyder, Department of Sociology

Oklahoma State University, Stillwater, Oklahoma 74074; Advanced Sociological Principles, Social Change; Dr. Jerry J. Crockett, Arts and Sciences Extension

Oregon College of Education, Monmouth, Oregon 97361; Sociology of Race Relations; Dr. Helen M. Redbird, Department of Social Science

University of Pennsylvania, Philadelphia, Pennsylvania 19104; Sociology for Secondary School Teachers-SRSS; Dr. Emily S. Girault, School of Education

Wisconsin State University–Superior, Superior, Wisconsin 54880; Narcotics Education; Prof. James B. Cowie, Department of Sociology & Anthropology

ACADEMIC YEAR INSTITUTES

In this Program, the Foundation supports the efforts of colleges and universities in providing opportunities for teachers and supervisors of science and mathematics to spend an entire academic year in the study of the subject matter of their disciplines while on leave from their regular teaching duties.

Academic Year Institutes–1970-71

Economics

University of Missouri, Columbia, Missouri 65201; Prof. John M. Kuhlman, Department of Economics

Western Illinois University, Macomb, Illinois 61455; Prof. James F. Niss, Department of Economics

Sociology

Illinois Institute of Technology, Chicago, Illinois 60616; Dr. Daisy M. Tagliacozzo, Department of Sociology

STUDENT DEVELOPMENT

STUDENT SCIENCE TRAINING PROGRAM

Opportunities are provided by the National Science Foundation for academically outstanding secondary school students to obtain intensive experience in science and mathematics during the summer. By giving science-oriented high school students an experience with college-level instruction and research, the Foundation seeks to stimulate their scholarly development and to encourage the further development of similar programs with other sources of support. Duration of activities ranges between five and eight weeks.

Student Science Training Programs—1970

Anthropology

Field Museum of Natural History, Chicago, Illinois 60605; Anthropology; Miss Harriet Smith, Department of Education

Brooklyn Children's Museum, Brooklyn, New York 11216; Introduction to Anthropology; Dr. Anthony LaRuffa, Department of Anthropology

Clarion State College, Clarion, Pennsylvania 16214; Archaeology (Includes Research); Dr. Gustav A. Konitzky, Archaeology Laboratory

Economics

St. Olaf College, Northfield, Minnesota 55057; Economics; Dr. Thomas P. Enger, Department of Economics

Linguistics

Northern Arizona University, Flagstaff, Arizona 86001; Linguistics (Includes Research); Dr. Robert A. Orosz, Department of Anthropology

Psychology

The Jackson Laboratory, Bar Harbor, Maine 04609; Psychology (Research); Dr. Charity Waymouth, Assistant Director (Training)

Western Michigan University, Kalamazoo, Michigan 49001; Experimental Psychology; Dr. Neil D. Kent, The Behavioral Science Institute

Sociology

University of Kansas, Lawrence, Kansas 66044; Sociology; Dr. R. L. Middaugh, Department of Chemistry

Michigan State University, East Lansing, Michigan 48823; Modern Methods of Social Science Research; Dr. Tom W. Carroll, Computer Institute for Social Science Research